

Teacher's Guide

MEGAWORDS 5

2nd Edition

Decoding, Spelling, and Understanding
Multisyllabic Words

Kristin Johnson • Polly Bayrd



5

VOWEL VARIATIONS

 School Specialty

SAMPLE

<i>ai, ay = /ā/</i>	<i>au = /aw/</i>	<i>augh, aw = /aw/</i>	<i>al, all = /all/</i>	<i>al = /äl/</i>
acquaint	applause	awesome	almanac	Alabama
afraid	astronaut	awful*	already*	Albert
ailment	auction	awkward*	alter	album
appraise	audible	awning	alternate*	alcove
attain	audience	coleslaw	although	Alexander
betray	auditorium	daughter*	always	Alfred
campaign	auditory	dawdle	asphalt	Alice
complain*	augment	distraught	enthrall	Allen
crayon	August*	haughty	recall	allergy
daisy	austere	naughty	wallet*	alley
delay*	Australia	outlaw	walnut	alligator
detail*	authentic	rawhide	walrus	allocate
detain	author	sawdust	Walter	alphabet*
display	authorize	strawberry		altitude*
entertain*	autobiography	unlawful		halibut
essay	autograph	withdraw*		malpractice
maintain*	automatic			
mayor	automobile*			
mislaid	autumn			
obtain	auxiliary			
proclaim	because*			
relay	caucus			
remainder	cauliflower			
restrain	caustic			
retain	caution			
subway	gaudy			
sustain	laundry*			
terrain	nautical			
traitor	saucer			
waitress	sausage			
	somersault			

Notes:

- Suggestions for practical spelling words are indicated with an asterisk (*). Or you may want to decide with students which words they will be responsible for spelling, and have them place an asterisk next to each of those words.
- Some list words have multiple pronunciations and/or meanings. Discuss these with students as appropriate.

CONCEPTS COVERED

- Vowel Combinations with *a* (*ai, ay, au, aw, augh, al*)

STEP

1

Work with One-Syllable Words and Word Parts

Reading and Spelling

OBJECTIVE Students will correctly identify, pronounce, and spell vowel combinations with *a*.

Practice Pages 27A–27B

- Review vowel combinations (two or more adjacent vowels that together make a single sound), reminding students that a vowel combination may have more than one sound and a vowel sound may be spelled more than one way.
- Explain that this lesson will focus on **Vowel Combinations with *a***, and display the vowel combinations *ai, ay, au, aw, augh, al*, and *all*.
- Tell students that the seven vowel combinations that start with the letter *a* have different sounds and spellings. Draw attention to each vowel combination one at a time, and explain the following points from 27A to students:
 - *ai* says /ā/ as in *detail*.
 - *ay* says /ā/ as in *crayon*.
 - *au* says /aw/ as in *laundry*.
 - *aw* says /aw/ as in *awful*.
 - *augh* says /aw/ in a few words, such as *daughter*.
 - *al* says /all/ as in *walnut* or /ăl/ as in *alphabet*.
- You may wish to point out that *w* and *y* act as vowels in these vowel combinations.
- After discussing the sounds that each vowel combination makes, guide students to discuss the vowel combinations that make each sound: /ā/ can be spelled *ai* or *ay*; /aw/ can be spelled *au, aw, or augh*; /all/ can be spelled *al*; /ăl/ can be spelled *al*.
- Review these vowel combinations in single-syllable words. Display the words *paint, stay, fault, lawn, caught, gal*, and *small* one at a time. Ask volunteers to underline the vowel combinations and say the words. Point out the different ways to pronounce a single vowel combination and the different ways to spell the same sound.
- Explain that each of these vowel combinations makes the same sound(s) in multisyllabic words (*laundry, alphabet*) that it does in single-syllable words (*haul, pal*). You may wish to remind students that because there are multiple ways to spell a sound, it is important to be flexible when spelling the words; if one way doesn't look right, try another.

- Have students read independently or with you the chart and boxed text on 27A and 27B. Then have them complete these pages, making sure they understand the directions for each activity.

DIFFERENTIATING INSTRUCTION Students can use drill cards to practice the sounds and spellings for vowel combinations with *a*. Tell students to write each vowel combination with *a* on an index card. They should write its sound(s) and key words (as appropriate) on the back. They can also make cards for spelling, with the pronunciation on one side and spellings and key words on the back. They can then test one another on reading and spelling the vowel combinations.

STEP 2

Work with Combined Word Parts

Reading

OBJECTIVE Students will pronounce individual syllables and combine them to read a whole word. They will match syllables to build whole words.

Practice Pages 27C–27D

- Tell students they will practice reading words that have vowel combinations with *a*.
- Using the examples below, point out the vowel combination *ai* in *complain*. Guide students to say that it is pronounced /ā/. Have them pronounce the syllables and combine them to read the whole word. Follow the same procedure with *mayor*.
com plain complain may or mayor
- Ask students to explain how the vowel combinations with *a* in *complain* and *mayor* are alike and different. (*They both say /ā/ and start with an a, but one is spelled ai and one is spelled ay.*)
- If students need additional practice before working independently, follow the same procedure with similar word pairs, such as *dawdle* and *augment*.
- Then display the examples below, and point out the vowel combination *al* in each word. Remind students that *al* can say /all/ or /āl/. Have them pronounce the syllables, and guide them to try both pronunciations of *al* for each word. Then have students read the syllables and combine them to read the whole words.
al though although al pha bet alphabet
- Have students complete 27C and 27D, making sure they understand the directions for each activity.
- **VOCABULARY** As students begin to work with whole words on these pages, review selected word meanings that they may find difficult. Use the following as models.
 - As a verb, *alternate* means “to act or happen in turns;” as a noun, an *alternate* is a substitute.
 - To *allocate* is to set aside money for a special reason; when referring to something important, like time, it can also mean “to divide.”
 - *Augment* means “to make greater” or “to enlarge or increase.”

Spelling

OBJECTIVE Students will isolate, pronounce, and spell syllables that are parts of list words.

Practice Page 27E

- For 27E, dictate the following words. Make sure students say each word, isolate the missing syllable(s), and say the whole word as they write it. For words with double consonants like *alligator*, you may want to overpronounce the individual syllables to help students spell the words correctly. As needed, point out the hints provided on the left side of 27E.

DICTATION: 1. ailment; 2. afraid; 3. remainder; 4. mayor; 5. delay; 6. crayon;
7. alligator; 8. halibut; 9. alphabet; 10. walnut; 11. alternate; 12. almanac; 13. because;
14. laundry; 15. authentic; 16. rawhide; 17. outlaw; 18. unlawful; 19. daughter;
20. naughty; 21. haughty

- You may wish to explain to students that because different vowel combinations can make the same sound, it can be helpful to think about the position of the sound within the word. Review these spelling generalizations as appropriate:
 - /ā/ in the middle of syllables is spelled *ai* (*com plain*)
 - /ā/ at the end of syllables and words is spelled *ay* (*may or*)
 - /aw/ at the beginning or in the middle of syllables is usually spelled *au* (*aug ment*)
 - /aw/ at the end of syllables is usually spelled *aw* (*daw dle*)
 - /aw/ at the end or in the middle of syllables is occasionally spelled *augh* (*daugh ter*)

DIFFERENTIATING INSTRUCTION Display a List 27 word with its syllables separated and its vowel combination missing (e.g., *daughter* would be displayed as *d___ ter*). Say the syllables and then the whole word aloud, and have volunteers fill in the correct vowel combination to spell the word correctly.

STEP

3

Work with the Whole Word

Reading

OBJECTIVE Students will apply accent patterns to read list words correctly, with special attention to the sounds of vowel combinations.

Practice Page 27F

- Point out that the words on List 27 follow several different syllabication rules.

**Review:****VC/CV**

When two or more consonants stand between two vowels, divide between the consonants so that blends and digraphs stay together.

/Cle

Divide right before the Consonant-*le*.

VV/

When a vowel combination appears at the end of a syllable, divide right after the vowel combination.

Compound Words Divide between the two words.

Prefix/Root/Suffix Divide between the prefix, root, and suffix (or ending).

- Display the word *essay*, and have students read it aloud with you. Work with students to determine that the word can be divided into syllables using the VC/CV Rule. Have a volunteer divide the word into syllables. (*es|say*)
- Remind students that most two-syllable words are accented on the first syllable. Then explain that if accenting the first syllable does not make a recognizable word, students should accent the second syllable. Point out that in words with prefixes and roots, the root will be accented.
- Draw attention to *essay*, and have a volunteer draw a box around the accented syllable. (*es*) If students need additional practice before working independently, follow this same procedure with other examples from the page and other syllabication rules.
- As necessary, direct students' attention to the VV/ Rule. Tell them that they can use it when the other syllabication rules don't apply. Explain that when *ough* says /aw/, *aw* says /aw/, *ay* says /ā/, and *al* says /äl/ at the end of a syllable, you divide the word right after the vowel combination, as in the words *may|or* and *daugh|ter*.
- Then have students complete 27F, making sure they understand the directions.
- **VOCABULARY** As students work with the words on these pages, review selected word meanings that they may find difficult. Use the following as models.
 - To *dawdle* is to move slowly and waste time.
 - *Haughty* describes a person who has too much pride in him- or herself and who thinks other people are not good enough.

Practice Page 27G

- Explain that the vowel combination *al* has different sounds in different words.
- Review the sounds of *al*, pointing out that *al* says /äl/ as in *allergy* and /all/ as in *always*.
- Tell students that if they see an *al* word they do not know, they can sound it out. Guide them to try /äl/ first and then /all/ until they hear a word they recognize. Work with students to use this procedure to read some *al* words, such as *alter* and *alphabet*.
- Have students read independently or with you the boxed text on the top of 27G. Then have them complete 27G, making sure they understand the directions.

Spelling

OBJECTIVE Students will spell list words and learn when to use different vowel combinations with the same sound.

Practice Page 27H

- Explain that /aw/ can be spelled *au*, *aw*, or *augh*. Review these spelling hints:
 - > When /aw/ is at the beginning of a word, it is usually spelled *au*.
 - > Sometimes /aw/ is spelled *aw* at the beginning of a word.
 - > In some words, /aw/ is spelled *augh*.
- Tell students that if they hear a word with /aw/ that they do not know how to spell, they should note the position of the sound in the word. Guide them to try *au* first, then *aw*, and finally *augh*, until the word “looks right.” Work with students to use this procedure to spell some /aw/ words, such as *auction* and *awful*.
- **EXCEPTION** Display the word *laughter*, and underline *augh*. Explain that although most words with *augh* say /aw/, in *laughter* the *augh* says /ăf/.
- Have students read independently or with you the boxed text on 27H. Then have them complete the page, making sure they understand the directions for each activity. As needed, remind students that proper nouns (such as *Australia* and *August*) should be capitalized.

Practice Page 27I

- Remind students that /aw/ can be spelled *au* and *aw*. Review these spelling hints:
 - > If you hear /aw/ at the beginning or in the middle of a syllable, it is usually spelled *au*. You will hear a consonant after /aw/.
 - > If you hear /aw/ at the end of a syllable, it is usually spelled *aw*.
- Say the word *laundry*, emphasizing the syllable break. (*laun dry*) Have students say whether they hear /aw/ at the beginning, in the middle, or at the end of a syllable. (*middle*) Ask them what consonant they hear after /aw/ in *laundry*. (*n*) Then ask students whether /aw/ is spelled with *au* or *aw*, and have students spell the word.
- Then say the word *awful*, emphasizing the syllable break. (*aw ful*) Follow this same procedure to help students identify the correct /aw/ spelling and spell the whole word.
- For Activity 1, dictate the following words.
DICTATION: 1. because; 2. unlawful; 3. sawdust; 4. automobile; 5. sausage; 6. withdraw; 7. August; 8. automatic; 9. author
- Remind students that /ā/ can be spelled *ai* and *ay*. Review these spelling hints:
 - > If you hear /ā/ at the beginning or in the middle of a syllable, it is usually spelled *ai*. You will hear a consonant after /ā/.
 - > If you hear /ā/ at the end of a syllable, it is usually spelled *ay*.
- Say the word *maiden*, emphasizing the syllable break. (*maid en*) Have students say whether they hear /ā/ at the beginning, in the middle, or at the end of a syllable. (*middle*) Ask students what consonant they hear after /ā/ in *maiden*. (*d*) Then ask students whether /ā/ is spelled with *ai* or *ay*, and have students spell the word.

- Then say the word *delay*. Follow this same procedure to help students identify the correct /ā/ spelling and spell the whole word.
- For Activity 2, dictate the following words.
DICTATION: 1. complain; 2. waitress; 3. subway; 4. entertain; 5. relay; 6. delay; 7. mislaid; 8. detail; 9. ailment



Review:

Two vowel combinations that say /ā/ are ai and ay.

Three vowel combinations that say /aw/ are aw, au, and ough.

al can say /all/ as in *almanac* or /äl/ as in *alligator*.

DIFFERENTIATING INSTRUCTION For students who need further practice spelling words with vowel combinations with *a*, try an additional activity. Ask students to choose a List 27 word that they know how to spell. Have them write a sentence that includes the word they know and several other words with the same spelling pattern. For example, if a student knows how to spell *essay*, the sentence might be, “The *mayor* displayed the *essay* and a drawing of a *crayon* on the wall of the *subway*.”

STEP

4

Work with Words in Context

Comprehension

OBJECTIVE Students will pair list words with definitions, with special attention to Latin roots. They will complete sentences using list words.

Practice Pages 27J–27K

- Tell students that some of the vowel combinations with *a* can be found in Latin roots, such as *tain*, meaning “hold,” *auto*, meaning “self,” and *audio*, meaning “hearing.” Suggest that students use their knowledge of prefixes and parts of speech to help them determine the correct definition for each word. You may wish to point out that the root may not always help them with the definition.
- Have students read independently or with you the boxed text on 27J and 27K. Then have them complete these pages, making sure they understand the directions for each activity.

Practice Pages 27L–27N

- Have students complete 27L, 27M, and 27N, making sure they understand the directions for each activity. For Activity 1 on 27L and 27M, have students use a dictionary or work with a partner as necessary.

Reading, Spelling, and Writing

OBJECTIVE *Students will read and spell sentences that contain List 27 words and correctly use and spell list words.*

Practice Page 270

- Have students complete Activities 1–3, making sure they understand the directions.

DIFFERENTIATING INSTRUCTION For students who need fluency practice, ask them to read the sentences in Activity 1 on 270 silently after they have circled the words. Then have them improve their fluency by reading the sentences aloud to a partner several times.

- For Activity 2 on 270, choose three sentences from the first activity to dictate. Have students write the sentences on a separate piece of paper.
- For Activity 3 on 270, challenge students to use ten List 27 words in a brief narrative or descriptive paragraph. Encourage them to be creative.

STEP

5

Monitor Progress to Increase Reading and Spelling Accuracy

Reading and Spelling Skill Check

OBJECTIVE *Students will read words from List 27 with 90 percent accuracy and record their progress on the Accuracy Checklists. Students will spell ten words from List 27 with 90 percent accuracy and record their progress on the Accuracy Checklists.*

- The fourth activity on 270 is a reading and spelling skill check.
- For each student, make two copies of **List 27/Reading Skill Check, Form A or B** (page 84). (You may also select ten words of your choice.) Give a copy to the student and ask him or her to read the words aloud to you as you indicate errors and omissions on the second copy. Share the student's performance with him or her, and have the student record the performance on the **Accuracy Checklist**.
- Provide students with a copy of the **Spelling Skill Check** (page 92). Select ten words from the list or dictate the words below. Share students' performance with them, and have students record their performance on the **Accuracy Checklist**.

DICTATION: 1. complain; 2. daughter; 3. alternate; 4. alphabet; 5. because; 6. awful; 7. maintain; 8. delay; 9. August; 10. laundry

ASSESSMENT If students do not achieve 90 percent accuracy, or if reading and/or spelling accuracy are not improving, more practice should be done on the learning steps. Error analysis can help pinpoint the areas of concern. Skill checks should be repeated until students have achieved 90 percent accuracy or better.

Monitor Progress to Build Reading Proficiency

Word Proficiency

OBJECTIVE *Students will read list words with speed and accuracy.*

- The fifth activity on 270 is a word proficiency assessment.
- Once students have demonstrated that they can read a selection of List 27 words untimed with 90 percent accuracy, they should work on increasing reading speed by doing frequent rate timings.
- Use a stopwatch or second hand to time each student as he or she reads the list for a minute. A warm-up timing can be used for practice before doing a second “official” timing. If the student finishes the list in less than a minute, he or she should return to the beginning and continue to read until time is up.
- Have students record performance on the **Word Proficiency Graph**, indicating the number of words read correctly in a minute as well as the number of errors. A goal of 45 to 50 words per minute with two or fewer errors on two of three consecutive days is realistic for most students; however, goals should be individualized as appropriate.

ASSESSMENT If a student makes more than four errors on timed readings, discontinue timing the student and focus your instruction instead on reading accuracy. Identify and analyze errors and concentrate your teaching on the specific problem areas. If errors are minimal but the student is still not meeting projected goals, he or she probably needs more practice with the words. Marked improvement can often be made if the word list is practiced at home.

Passage Comprehension and Fluency

OBJECTIVE *Students will read a passage with accuracy and at a reasonable rate, with attention to expression and phrasing, and then answer vocabulary and comprehension questions about it. Students will do repeated readings of that passage to build fluency.*

Practice Page 270

The Secret Subway of New York • 160 words

Passage Comprehension

- Have students look at Activity 1. Tell them they are going to read a passage that includes several List 27 words.
- Direct students to the words at the top of the page. Have students practice List 27 Words and Review Words by reading them aloud. Introduce Passage Words by reading them aloud, and give students time to read them with accuracy. Review meanings of words as necessary.
- Have students read the passage and answer the questions independently.
- For students who need additional help, provide support as necessary by identifying unknown words or pointing out the part of the passage where an answer can be found.

Fluency

- Students will be evaluated for fluency individually.
- Tell students that for Activity 2, they will be doing repeated readings of the passage to build speed and accuracy.
- Discuss fluency achievement and goals, and have students continue repeated readings until those goals are met. Between timings, have students look over the passage, reread it, and practice any words that caused difficulty.
- If students are being timed for Word Count Per Minute (WCPM), use the **Recording Form for Practice Page 27P** (page 85) to indicate any errors and to determine rate (mark number of words read by student in one minute, minus errors). Note expression and phrasing as appropriate.
- Share WCPM performance and have students record it on the **Fluency Graph**. WCPM goals should be individualized as appropriate according to grade-specific guidelines for oral reading fluency. You may wish to refer to WCPM rates of Hasbrouck and Tindal oral reading fluency data (2005).

MEGAWORDS

RECORDING FORMS

List 27

Reading Skill Check, Form A

Name _____ Date _____

automobile

allergy

afraid

recall

withdraw

distraught

outlaw

wallet

applause

entertain

List 27

Reading Skill Check, Form B

Name _____ Date _____

awkward

alligator

essay

detail

already

saucer

awesome

betray

altitude

sustain

Name _____ Date _____

List 27 Words			Review Words		Passage Words
subway	relayed	unlawful	traffic	above	city
terrain	authorize	maintained	tunnel	secret	system
delays	alternate		people		trolley
Alfred	always				corrupt

The Secret Subway of New York

6

In 1869, the New York City terrain was a mess of cars and traffic delays. But Alfred Beach had a plan: an underground tunnel filled with trains that relayed people back and forth. His plan would become the city's first subway system.

19

29

39

48

The city bosses would not authorize Beach to start his subway. They had plans for a trolley system above the streets. This alternate plan would make the crooked city leaders rich.

58

69

79

Beach was not one to heed corrupt leaders. His crew dug a 300-foot tunnel, always at night. They worked in secret for a year, and in 1870, the new subway opened. It was a huge hit!

90

102

115

The city bosses shut the unlawful subway down, and as time went by, no one maintained it. It was lost until 1912, when workers on a new subway dug up the old tunnel. Beach was long dead, but his secret subway made him a legend.

125

137

149

160

Fluency Rate

$$\frac{\text{Words read in 1 minute}}{\text{Errors}} = \text{WCPM}$$

Accuracy Checklist

Megawords 5, Lists 26–29

Name _____

Word List	Examples	Check Test Scores Date:		Reading Skill Check			Spelling Skill Check		
		Reading	Spelling						
26. Vowel Combinations with o	acoustic shallow								
27. Vowel Combinations with a	nautical mayor								
Review List: 26–27									
28. Vowel Combinations with e	neutrality endeavor								
29. Vowel Sounds of y	oxygen cyclone								
Review List: 26–29									

Record scores as fractions: $\frac{\# \text{ correct}}{\# \text{ attempted}}$

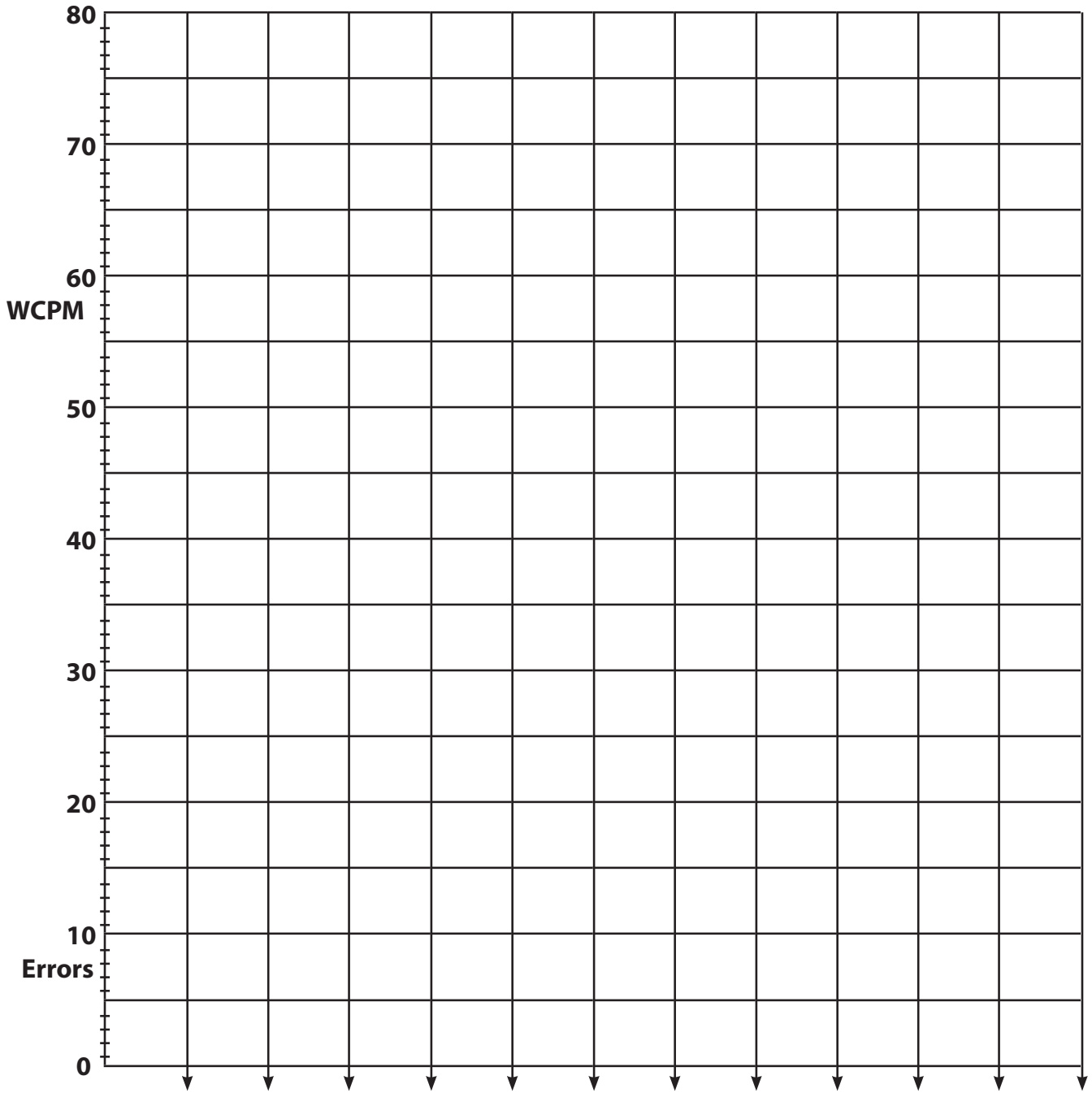
Word Proficiency Graph

Name _____

●—● Words read correctly in one minute (WCPM)

Goal _____

×—× Errors



Word List* _____

Date _____

Errors _____

WCPM** _____

© SSI • MAY BE DUPLICATED

*Repeat Word Lists as many times as needed.

**Word Count Per Minute (WCPM) = Words read in one minute - Errors

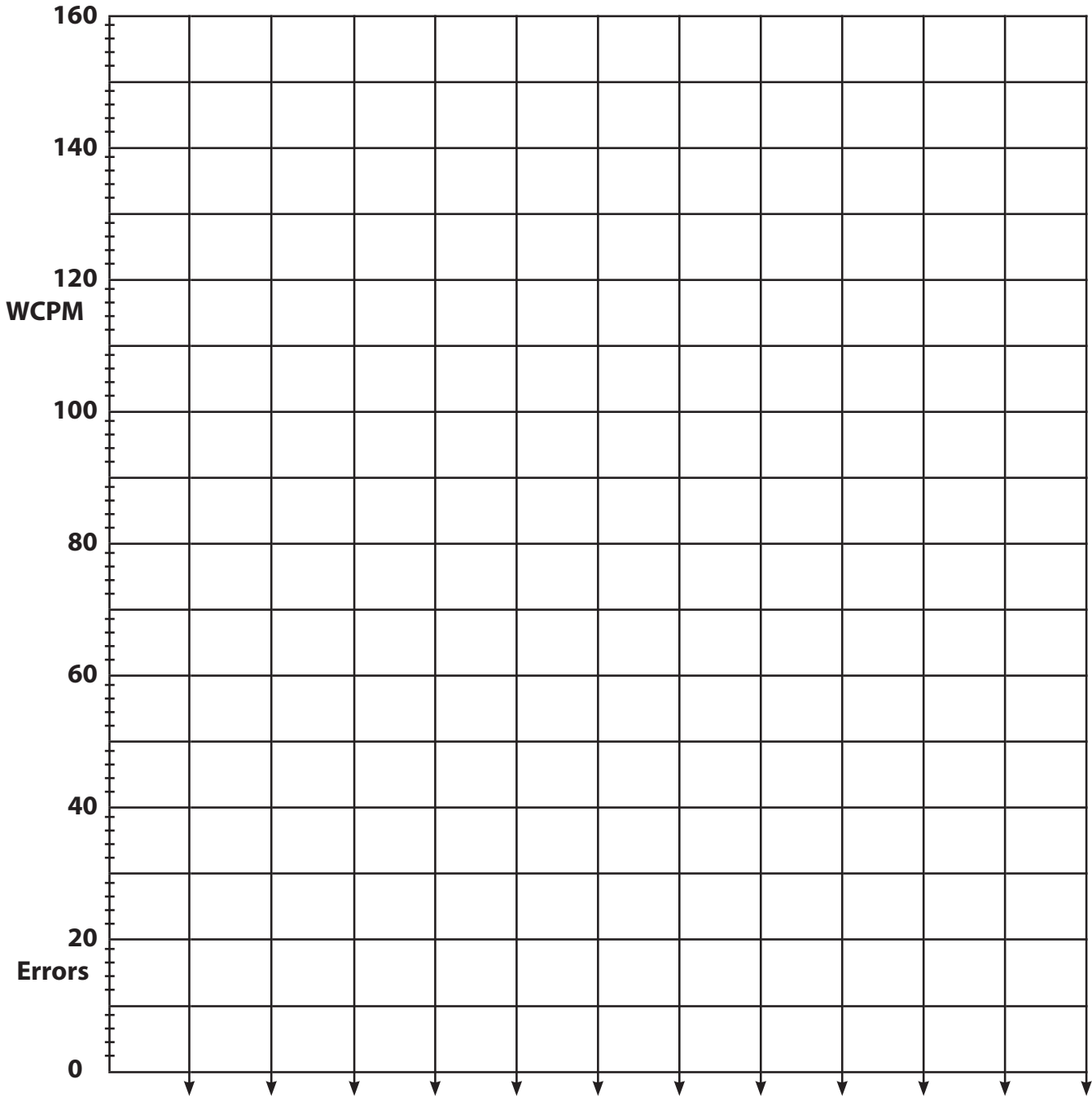
Fluency Graph

Name _____

●—● Words read correctly in one minute (WCPM)

Goal _____

×—× Errors



Passage* _____

Date _____

Errors _____

WCPM** _____

* Repeat Passages as many times as needed.

**Word Count Per Minute (WCPM) = Words read in one minute - Errors